HAWAIʻI COMMUNITY COLLEGE

PROGRAM ANNUAL REVIEW REPORT

HUMAN SERVICES PROGRAM

November 16, 2015

Review Period

July 1, 2014 to June 30, 2015

Initiator: Trina Nahm-Mijo

Writer(s): Sandra K. Claveria

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see http://hawaii.hawaii.edu/program-unit-review/

Program Description

In 2014-15, the Human Services Program changed from offering a Certificate of Completion to a **Certificate of Competence**. This change is reflected in the 2014-2015 catalog. The Program consists of 21 credits of coursework including an introductory course in human services and two practicum courses. Practicum students are placed in a variety of local human services programs to observe and apply skills, values and knowledge learned in the classroom. Other required courses for this program are English, Psychology, and two Social Science electives.

The Human Service program provides a specific vocational preparation curriculum that community agencies recognize as "value-added" to a liberal arts background when evaluating the employability of program graduates. This program provides an optimal synthesis of practical experience and academic study that affords a two-year student the opportunity to more clearly define either personal and/or vocational goals; gain minimum competencies that can be applied to entry-or mid-level employment in the human services area; and/or go on to pursue a Bachelor's or professional degree in this or a related field.

PROGRAM MISSION STATEMENT: The Human Services Program educates and prepares our students through nurturing and guidance with skills and knowledge to become competent Human Services providers. We encourage and assist students to pursue a baccalaureate education and to be employable in the wide occupational opportunities in Human Services.

PROGRAM LEARNING OUTCOMES: The underlying foundation for these outcomes is knowledge, skills and a positive attitude of people who work with people in a variety of occupations under the umbrella of Human Services. They allow students to develop an awareness of sense of self, sense of place, and sense of confidence in making cognitive choices for their future.

E hoʻala hou a paʻa pono: Going through the process of knowing who I am to make things right.

Portray a respectful attitude harmonizing with place, culture, and diverse perspectives, through a reflection of values and self-awareness.

Ike: Individuals searching with insight

Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.

Malama a pa‘a pono: Doing things with righteousness.

Utilize communication skills and implementation strategies to assess the multiple causes of social issues and concerns.

Part I. Review of Program Data

Hawaii Community College

2015 Instructional Annual Report of Program Data

Human Services

Overall Program Health: Cautionary

Majors Included: HSER Program CIP: 44.0000

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	170	150	136	Healthy
2	*New & Replacement Positions (County Prorated)	20	20	27	
3	*Number of Majors	8	17	9	
3a	Number of Majors Native Hawaiian	5	11	4	
3b	Fall Full-Time	0%	22%	18%	
3c	Fall Part-Time	100%	78%	82%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	0%	19%	13%	
3f	Spring Part-Time	100%	81%	88%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	

4	SSH Program Majors in Program Classes	18	66	39	
5	SSH Non-Majors in Program Classes	948	843	918	
6	SSH in All Program Classes	966	909	957	
7	FTE Enrollment in Program Classes	32	30	32	
8	Total Number of Classes Taught	17	17	19	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	18.9	17.8	16.8	Cautionary
10	*Fill Rate	83.6%	78%	73.5%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	8	17	9	
13	Majors to Analytic FTE Faculty	5.1	10.7	5.1	
13a	Analytic FTE Faculty	1.6	1.6	1.8	
14	Overall Program Budget Allocation	$81,193	$82,679	Not Yet Reported	
14a	General Funded Budget Allocation	$67,323	$65,630	Not Yet Reported	
14b	Special/Federal Budget Allocation	$0	$0	Not Yet Reported	
14c	Tuition and Fees	$13,870	$17,049	Not Yet Reported	
15	Cost per SSH	$84	$91	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	4	5	6	

***Data element used in health call calculation** **Last Updated: October 7, 2015**

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	79%	82%	80%	Cautionary

18	**Withdrawals (Grade = W)**	7	4	9	
19	***Persistence Fall to Spring**	18.1%	50%	36.3%	
19a	**Persistence Fall to Fall**	9%	16.6%	0%	
20	***Unduplicated Degrees/Certificates Awarded**	32	15	31	
20a	**Degrees Awarded**	0	0	0	
20b	**Certificates of Achievement Awarded**	0	0	0	
20c	**Advanced Professional Certificates Awarded**	0	0	0	
20d	**Other Certificates Awarded**	32	15	31	
21	**External Licensing Exams Passed**	Not Reported	Not Reported	N/A	
22	**Transfers to UH 4-yr**	2	7	3	
22a	**Transfers with credential from program**	0	0	0	
22b	**Transfers without credential from program**	2	7	3	

Distance Education: Completely On-line Classes		**Program Year**			
		12-13	**13-14**	**14-15**	
23	**Number of Distance Education Classes Taught**	0	0	0	
24	**Enrollments Distance Education Classes**	N/A	N/A	N/A	
25	**Fill Rate**	N/A	N/A	N/A	
26	**Successful Completion (Equivalent C or Higher)**	N/A	N/A	N/A	
27	**Withdrawals (Grade = W)**	N/A	N/A	N/A	
28	**Persistence (Fall to Spring Not Limited to Distance Education)**	N/A	N/A	N/A	

Perkins IV Core Indicators 2013-2014		**Goal**	**Actual**	**Met**	
29	**1P1 Technical Skills Attainment**	91.00	100.00	Met	
30	**2P1 Completion**	47.00	66.67	Met	
31	**3P1 Student Retention or Transfer**	75.21	75.00	Not Met	
32	**4P1 Student Placement**	68.92	0.00	Not Met	
33	**5P1 Nontraditional Participation**	N/A	N/A	N/A	

34	**5P2 Nontraditional Completion**	N/A	N/A	N/A	

Performance Funding		**Program Year**			
		12-13	**13-14**	**14-15**	
35	**Number of Degrees and Certificates**	0	0	0	
36	**Number of Degrees and Certificates Native Hawaiian**	0	0	0	
37	**Number of Degrees and Certificates STEM**	Not STEM	Not STEM	Not STEM	
38	**Number of Pell Recipients**	7	15	8	
39	**Number of Transfers to UH 4-yr**	2	7	3	

***Data element used in health call calculation** **Last Updated: October 7, 2015**

Part II. Analysis of the Program

Human Services Program consists of students completing 21 credits to be able to achieve a **Certificate of Competence**. The mission and objectives of the Human Services program align with the Mission and Vision of Hawai‘i Community College in that it embraces Hawai‘i’s unique island culture and promotes student learning by breaking down the walls that may hinder students from recognizing their own strengths, thus helping them to have a belief in self to pursue their educational journey.

The program aligns with the College's Institutional Learning Outcomes by providing the specific vocational preparation and curriculum that community and human services agencies recognize as "value added" to a liberal arts back ground when evaluating employability of program graduates. By informing, igniting and inspiring students to believe, behave and become the best at what they pursue, students become more open to communicating their ideas, skills, and achievements with each other, faculty, their families and the community. In studying different service agencies, social issues, and strategies for social change, students are able to apply this information when dealing with human service challenges in their communities. Involvement in the community is part of the curriculum of the program. With a “place-based” pedagogy, students develop a strong awareness of and respect for Hawaiian culture.

For example, the introductory course HSER 110 prepares our students to believe, behave, and become the best student they can be and to want to succeed. They are nurtured to believe that they can deal with their fear of English or math. They work together to find tools that can assist them in moving forward.

During 2014-15, in collaboration with our Financial Aid department, the Admissions office, and Kenoa Dela Cruz of the Counseling Office, who has assisted Human Services students in the past, together we created a program advising sheet that assists students who want to take a degree in Liberal Arts with emphasis on Human Services. This has helped our students to make wise decisions in their educational journey. We have also collaborated with UH Hilo to create an advising sheet for students to get their AA in Liberal Arts with an Emphasis on Sociology or Psychology. That process is still being worked on.

ACTION PLAN FROM LAST YEAR, 2013-14, for 2014-15:

#1: Create a needs assessment that can explore and investigate the needs of the community and how the Human Services program can best serve the community. Research the need for modification of Program from Certificate of Completion (21 credits) to Certificate of Achievement (24-27 credits).

IMPLEMENTATION: Collaborated with Data personnel to assist in creating a survey for community resources. Survey created, still in the process of having it distributed in the community.

#2. Work with the Department Chair to continue to collaborate with University of Hawaiʻi at Hilo to better prepare Human Services students for transition from Hawaiʻi Community College to the University of Hawaiʻi at Hilo.

IMPLEMENTATION: Collaboration started with the Sociology and Psychology Departments at UH Hilo.

#3. Collaborate with peers, counselors, lecturers and advisory board to get a broader perspective on improving or enhancing the Human Services program. Continue to work with the Financial Aid office to discuss financial aid revisions that may affect Human Services students. Collaborate with Registrar to assist students in determining their secondary major as Human Services. This would allow a way to collect data to determine actual numbers of majors.

IMPLEMENTATION: An advising sheet was developed which assisted students to declare Liberal Arts as their major with Human Services Emphasis (secondary).

NEW ITEM: Planning and preparing to implement a Learning Community in collaboration with faculty from Liberal Arts - English Department.

ARPD DATA INDICATORS

In looking at the data on the Demand Indicators, the program is Healthy.

There may be several factors that put us at Healthy:

#2 New and replacement Position (county) went up

#5 SSH Non Majors in Program classes went up

#6 SSH in All Program classes went up by 50

#7 FTE Enrollment in Program went up slightly

#8. Total number of classes taught went up slightly

For the data on the Efficiency Indicators, the program is Cautionary.

#9 Average class size went down.

#12 Majors to FTE BOR appointed faculty is only 9, down from 17 last year. This has been a continuous problem. As stated earlier, an advising sheet has been created which helps students become aware that they could do the Liberal Arts degree with an emphasis on Human Services (secondary). Students need to know this because of Financial Aid rules, which limit the courses that students can afford to take outside of their major. Many of our students would like to choose Human Services as their major, but believe they need to choose Liberal Arts because they can transfer their credits and get assistance from Financial Aid. Our program, as stated earlier, assists students to choose the proper route for their student success. The unfortunate thing is we do not get the credit for being the advocate for students making this decision, the credit for students choosing to take the Liberal Arts major goes to that program.

For the data on the Effectiveness Indicators, the program is Cautionary.

Even given the changes in our program, our successful completion rate, #17, has remained relatively stable over the past three years.

#19 Persistence fall to spring fell from the previous year's high, but still remained higher than two years ago.

20 We had twice the amount of students graduate with a Human Services certificate in 2014-15 compared to the previous year.

#31 3P1 Student Retention or Transfer was not met, but only by less than one point.

#32 4P1 Student Placement was not met, but we don't have data on student placement to provide the correct information.

Part III. Action Plan

This semester, fall 2015, a learning community course was created so that together with our colleagues in English we could assist students to challenge themselves to press through and develop better writing/reading skills. We combined ENG 22 with Human Services and with our diversity in our pedagogy we work together to assist our students to succeed getting past their fear of traditional academic courses, particularly English, which will also help them work through their fear of math.

To encourage leadership skills, we have a linked mentorship program in which advanced Human Services students enrolled in the learning community and became role models as well as mentors with those having a first year experience. They worked with students within the class as well as got their credit for ENG 22. The learning community had a total of 37 students whereas class size for the same students taking HSER classes is usually 55-60 students total.

Part IV. Resource Implications

At present we have sufficient supplies budgeted.

Part V. Comprehensive Review Information

Human Services program last comprehensive review was submitted Nov. 20, 2012. Reporting Period was July 1, 2007 to June 30, 2012; Assessment Period was July 1, 2009 to June 30, 2012.

All the action items in the Action Plan in that report have been accomplished or are on-going except the following: “Research the need for modification of the Program from a Certificate of Completion (21 credits) to a Certificate of Achievement (24-27 credits).” Instead, as of 2014-15

the program has created and implemented a **Certificate of Competence** to replace the Certificate of Completion.

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

Human Services

Part VI. Program Student Learning Outcomes

A) Evidence of Industry Validation

Members of our Advisory Board met on Feb. 19, 2015:

Hawaii Community College
CTE Program Advisory Council Meeting
February 19, 2015
4:00-6:00pm
Summary Minutes

1. Assessment
    a. Results of program and course assessment: Joni Onishi, HawCC VCAA, shared with the group the Assessment report for the Human Services Program; she explained how the information is determined and used to help shape the program for future students.

    b. Review Program Learning Outcomes (PLO's), Course Learning Outcomes (CLO's): Sandy shared with the group that these outcomes are used to verify that achievements by a student will meet industry needs for entry-level employment; each program has their own specific PLOs and CLOs to meet their students' needs. She distributed the revisions to the current PLOs and CLOs for the Human Services program/degree.

2. Review of courses and curriculum
    a. Program CIP Code (if changed in past year)
    b. Plans for updates, new directions: Sandy reminded the group that she continues to try to bridge this program with the Psychology department to make a more cohesive learning environment to ensure that the students will receive a well rounded educational experience.

c. Industry feedback regarding curriculum: the group was given a "Needs Assessment" Survey for the council to complete and submit to help the program know what the industry needs are to help facilitate a more substantial curriculum.

3. Industry Report
    a. Trends – What's new in your industry? How will this affect our program? Sandy asked the group to share any new or ongoing efforts in the Human Services industry that she needs to be aware of to help our current and future students in the workforce. No major changes or efforts were reported.
    b. Employment forecast - Jobs available short term & long term
    The council advised that more bridging with partner agencies are necessary as all programs/services currently servicing the community are facing financial hardships and collaborative partnering is the primary way of helping those in need in the community.

Current students: Luana Lavatai, Patrick Kahele, Wendy Akau and Kehau Fontes shared their experiences as students in the Human Services program and how it has helped to shape the positive, productive community members they are today.

B) Expected Level of Achievement

No HSER courses were assessed in 2014-15. HSER 110 is being assessed in Fall 2015.

C) Courses Assessed - This is being done the end of this semester.

No HSER courses were assessed in 2014-15. HSER 110 is being assessed in Fall 2015.

D) List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up "Closing the Loop" assessment was implemented in AY 2014-15.

No HSER courses were assessed in 2014-15. HSER 110 is being assessed in Fall 2015.

E) Results of Program Assessment

No HSER courses were assessed in 2014-15. HSER 110 is being assessed in Fall 2015.

F) Other Comments.

N/A.

G) Next Steps

The assessment of HSER 110 will be completed the end of this fall 2015 semester. The following assessment project assignment is required for all students in HSER 110. It will assess students on the following Course Learning Outcomes (CLOs) and General Education Learning Outcomes (GELOs) :

1) E hoʻala hou a paʻa pono: Going through the process of knowing who I am to make things right.

Portray a respectful attitude harmonizing with place, culture, and diverse perspectives, through a reflection of values and self-awareness.

2) Ike: Individuals searching with insight

Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.

3) Malama a paʻa pono: Doing things with righteousness.

Utilize communication skills and implementation strategies to assess the multiple causes of social issues and concerns.

GELO 8: SELF AND COMMUNITY – Engage in activities demonstrating understanding of one's relationship with one's communities and environments.

HSER 110: Assessment Strategy and Rubric

Step 1.Artifact created and identified. Assignment given to each student. (See assignment)

Step 2. Rubric created with assessment tool: Exceeds, Meets, Approaching and Does Not Meet.

Step 3. Performance Rate-80% of students artifacts that are assessed by the team will meet or expectations.

Step 4. Methods to collect the artifacts: Collect copies of all student project from all HSER 110 Classes. Collection should be done by Dec. 21, 2015. Put each class work in separate envelopes.

Step 5. Sampling method used to collect the data: Randomly pull 20% from each envelope to create final sample for review.

Step 6. Composition of the Assessment Team: Peers, Graduate, Community person/volunteer.

Step. 7 Assessment team uses the rubric to evaluate the data.

Step 8. The Dept. Chair and Program Coordinator will summarize and interpret the results and determine the implication for program improvement.

A. VOLUNTEER 4-8 hrs. at a human service organization, project or event (to be cleared with Instructor) Start looking as soon as possible for a project that will make a difference in your community. Along with this paper, the group will be required to do a short presentation to the class discussing what each of you did and what you learned from doing this project. Be sure to take pictures to utilize in presentation.

B. WRITE A REFLECTION PAPER: *CLOSELY FOLLOWING THE FOLLOWING GUIDELINES:*

- You should number each of your responses, exactly as described below:
- Paper should be 2-4 pages in length (*minimum of 500 words*)
- Format should be double spaces, 12 cpi, and 1 inch margins
- Review your paper. Have another person read and edit out errors, possibly a tutor.

1. Describe the organization, project or event and the number of hours spent volunteering. Describe specifically what you did as a volunteer.
2. Describe at least two social issues that have contributed to the need for this service in your community/island/state (e.g.) poverty, domestic violence, health, community bonding, sustainability
3. Describe how this experience affected you personally and how was it beneficial to the community?
4. Describe the ways you contributed to the success of your team whether with your classmates or the staff/other volunteers of the organization/event.
5. Describe at least three things that you have learned about the organization/event that your team volunteered at that you didn't know before. How does this information

enhance your college learning experience as it relates to the two social issues identified in Ques. #1?

6. What are the ways you plan to continue to contribute to your community after the end of the semester?

THIS IS THE RUBRIC THAT WILL GRADE YOUR PAPER FOR YOUR COMMUNITY SERVICE PROJECT

Components	Exceeds (4)	Meets (3)	Approaching (2)	Does not Meet (1)	Notes
a. Communicate an understanding of community or environmental issues	More than adequate articulation of issues	Articulates issues adequately; adequate evidence is presented	Some articulation of issues; evidence is minimal and/or weak	Does not identify issues	
b. Participate in activities of personal and public concern that are both life enriching and beneficial to the community	More than adequately identifies and articulates connection between self and community and its benefits	Adequately participates in activities	Shows some participation in activities; evidence is minimal	Did not participate in any activities	
c. Demonstrate effective collaborative participation in team work	More than adequately collaborates	Adequately collaborates	Minimal collaboration	Did not collaborate	

d. Analyze what she/he has learned as it relates to a clarified sense of civic identity and continued commitment to public action	**Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspective with elaboration and depth; offers considerable insight and convincing effective insights of the issues**	**Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspective; offers some insight**	**Shows some engagement with the topic without elaboration; offers basic observation but rarely original insights**	**Did not analyze**	

As mentioned this course will be assessed at the end of this fall 2015 semester. We will complete the assessment for HSER 110 and evaluate the results as stated in the Assessment Strategy.

We also need to continue preparing for an assessment of HSER 193 for Fall 2016.

We will continue our collaboration with UH Hilo Psychology and Sociology departments.

We will work towards completing the community needs survey during the summer of 2016.

Part VII. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = $_____

Federal Funds = $_____

Other Funds = $_____

Tuition and Fees = $_____

Part VIII. External Data N/A

If your program utilizes external licensures, enter:

Number sitting for an exam _____

Number passed _____

[If your program does not utilize external licensures, skip Part IX.]